



Welcome to Reception's Curriculum Evening

Class 1 – Miss Parkes and Mrs Donnelly

Class 2 – Mrs Wolstenholme and Miss Jackson



Underlying Principles

Enabling Environments
Children develop and learn differently
A Unique Child
Positive Relationships



Early Years Foundation Stage (EYFS)



Prime Areas

Specific Areas

Characteristics of
Effective Learning

Name:

Date:

Communication & Language	Physical	PSED	Literacy	Mathematics	Use the World	Arts & Design
Listening & Attention	Moving & Handling	Understanding & Awareness	Reading	Numbers	People & Communities	Exploring & Using Art & Media
Understanding	Health & Self-Care	Mind, Feelings & Behaviour	Writing	Geometry	The World	Being Imaginative
Speaking		Relationships			Technology	
20-30	20-30	20-30	20-30	20-30	20-30	20-30
30-40	30-40	30-40	30-40	30-40	30-40	30-40
40-50	40-50	40-50	40-50	40-50	40-50	40-50
50-60	50-60	50-60	50-60	50-60	50-60	50-60
60-70	60-70	60-70	60-70	60-70	60-70	60-70
70-80	70-80	70-80	70-80	70-80	70-80	70-80
80-90	80-90	80-90	80-90	80-90	80-90	80-90
90-100	90-100	90-100	90-100	90-100	90-100	90-100



EYFS Prime Areas



- Communication and Language
- Physical Development
- Personal, Social Emotional Development



Communication and Language



Listening and Attention
Understanding
Speaking



Personal, Social and Emotional



Self-Confidence and Awareness
Managing Feelings and Behaviour
Making Relationships



Physical Development



Moving and Handling
Health and Self-Care



What you can do



Encourage your child to put on their own coat and clothes, even when they are inside out.

Encourage your child to dress and undress themselves.

Help your child to use a knife and fork.

Ask your child to help tidy up.

Encourage your child to persevere to complete activities.

Provide physical opportunities e.g. park



EYFS Specific Areas



Literacy

Mathematics

Understanding the World

Expressive Arts and Design



Literacy – Reading and Writing





Reading – Phase 1 Phonics



Purpose: Helping your child to be ready to learn to read.

- Tune their ears into sounds
 - Listening activities
- Orally blend and segment words using 'Robot Talk'



Reading - Phonics



- 4 sounds taught per week initially
- Pure sounds – no 'schwa' e.g. mmmm not 'muh'
- Each sound is taught with an action and a song (Jolly Phonics)
- Each sound is taught alongside a picture which are used as tools to support writing.



Shotley Bridge Primary School

Reception

Dear Parents and Carers,

This week, in school, we have been learning some new letter sounds. We know what sound the letters make and have been practising writing the letters. We also teach the children songs and actions to help remember each letter. You can find these actions at the bottom of this letter. We also focus on one tricky word each week which you will find at the bottom of the letter.

It would help your child enormously if you could reinforce this learning at home. Here are some suggested activities or you could make up your own.

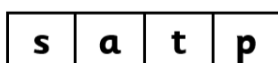
- Cut out the letters and turn them into flashcards.
- Look for these letters around the house and when you are out and about.
- Help your child to write the letters to make large flashcards.
- Find items around the house which start with the letter sounds.
- Use the letters to make words e.g. 'sat' and encourage your child to blend the sounds together to read them. Remember, when demonstrating the sound, don't add an 'uh' sound to the end e.g. 'mum!' not 'muh' 'dr m'.

Please come and see one of us if you would like further clarification as your support will be greatly beneficial to your child.

Many thanks for your support,

Miss Parker, Mrs Volszenholme, Mrs Donnelly and Miss Jackson

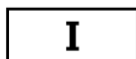
The Reception Team



Here are this week's actions to help you practise at home:

1. Wave hand in a s shape, like a snake, and say sss.
2. Wiggle fingers on arm as if arms are crawling in and say a, a, a.
3. Turn hand from side to side as if washing hands and say t, t, t.
4. Hold finger up and pretend to pull out cord and say p, p, p.

This week's focus tricky word is



- Weekly letter to inform you of the sounds which have been taught.
- Please work with your child to practise recognising the sounds.
- Practise reading words containing new sounds. Your child may find this difficult at first but the more they practice, the easier it will become.



Reading – Reading Books

1. Lilac books – books without words

- Purpose: To use the pictures to tell a story
- Encourage your child to look at the pictures and talk about what is happening
- Work together to tell a story.





Reading – Reading Books

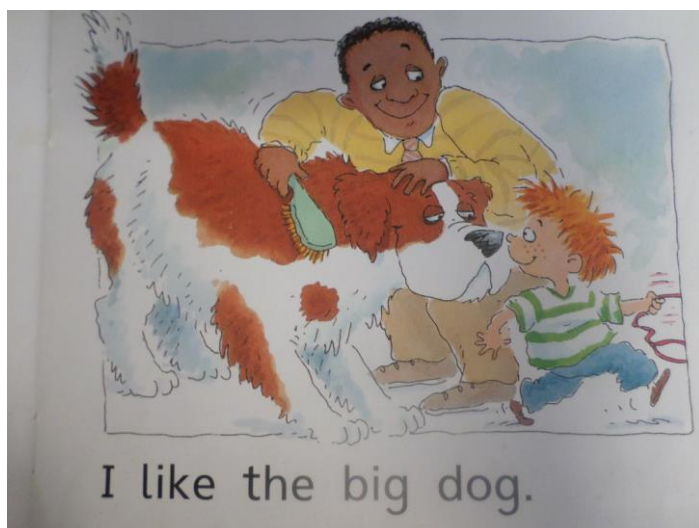


1. Pink books

These are simple books which rely on the use of pictures and working out simple words.

Repeated pattern books: Read the first page to your child. Help them to remember the repeated pattern throughout the book and encourage them to use the pictures to work out what the new words are.







Reading – Reading Books



1. Pink books

- Help your child to follow the text with their own finger.

Reading simple words:

- Look at the first sound in the word. Ask your child if they can see anything in the picture that begins with that sound.
- Sound out the word and see if your child can blend the sounds together
e.g. f-a-n = fan.
- Look for tricky words (word walls)



Reading – Reading Books



1. Red books

- When children are gaining independence, confidence and knowledge of sounds.
 - Pick up repeated patterns.
- Use pictures and initial sounds to help.
- Sound out and blend words e.g. h-a-m = ham.
- Read tricky words from word walls 1 and 2 on sight.



What you can do



Read your child's reading book with them more than once.

We recommend that children read a reading book at least **3 times per week**.

One reading book per week initially.

Comment in your child's reading diary every time you hear them read. You may wish to comment on their ability to pick up a repeated pattern, their use of phonics or knowledge of tricky words.



Reading - Word Book



- Each child has their own word book
- To be kept in your child's book bag
- It needs to come to school **every day**



Front of the Word Book – phonetical word sets



Word which children can sound out and blend the sounds to hear the words e.g. m – u – m = mum.

Children should progress to reading these words on sight in order to develop reading fluency.



Front of the Word Book – phonetical words



Support your child to read these words by looking at the sounds in the words and blending them together

Play ‘Robot Talk’

Look at the initial sounds e.g. d for dad.



Back of the Word Book – Tricky Words



The tricky words are broken down into word walls which correspond with the frequency they occur in books and the order which they are taught in school. Once your child can confidently and consistently read all the words on one word wall they will be given the next word wall. Your child will receive a star when they complete a Word Wall.

Tricky Words

Tricky words need to be read on sight. Please spend a few minutes each day reading these words. Some children find it helpful to make big flashcards of these words and stick them up around the house or play games such as matching pairs with them. When you are able to read all of the words, we will give you a new Word Wall.

Word Wall	Completed	Date
1		
2		
3		
4		
5		
6		
7		



Back of the Word Book – Tricky Words



<u>Word Wall 1</u>			
the	to	into	
	I	no	go



What you can do



Support your child to practise reading the word sets and tricky words as regularly as possible.

- ✓ Make large word cards and stick them up around the house.
- ✓ Spot the words in books.
- ✓ Look for the words when out and about e.g. posters, leaflets, signs.
- ✓ Make two copies of each word and play matching pairs or snap – remember to continue including previous words as your child moves on to new word walls and word sets.



What you can do



You can use the lines underneath the word wall/word sets in their word book set to comment on your child's progress

For example:

27.9.19 Able to read the and to on sight.

29.9.19 Can read into.

3.10.19 All words read on sight.

7.10.19 Consistently reading all words on sight.



What we will do



- Daily phonics sessions
- Activities to consolidate learning
- Listen to children read individually each week – school records will be kept.
- We will focus on one tricky word (from the word walls) each week.
- Each child will work 1:1 with either the teacher or teaching assistant at least once every fortnight to read the words in their word book. If your child is able to confidently read all the words they will be given the next set. The adult will comment on your child's progress in their word book.
- Additional support where necessary.



Writing

- Write own name with correct letter formation
- Practice forming all letters correctly – letter families
- Listen to the sounds in words and write them
- Write simple sentences and captions

Writing



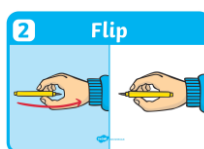
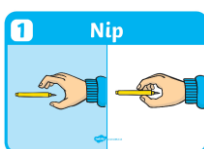
Writing



Writing – how to support your child



- ✓ Support your child to write their name with correct letter formation – capital letter at the start followed by lower case letters
- ✓ Ask your child to help you write cards and gift tags
- ✓ Ask your child to help you to write a shopping list
- ✓ Draw pictures. Talk to your child about what they have drawn.
- ✓ Promote correct pencil grip.





Mathematics

- 15 minutes daily
- Fun, active maths
- Numbers, counting, shapes
- Number songs and rhymes



Mathematics

Number:

- Count reliably to 20
- Order numbers to 20
- Solve simple addition and subtraction questions
- Say the number which is 1 more or 1 less than a given number up to 20
- Solve problems including doubling, halving and sharing



Mathematics



Shape space and measure:

- Talk about and compare size, weight, capacity, position, distance, time and money
- Recognise, create and describe patterns
- Describe 2D and 3D shapes



Mathematics – how to support your child



- ✓ Count anything and everything e.g. stairs, jumps, apples etc.
- ✓ Look for numbers in the environment e.g. door numbers, birthday cards, bus numbers, prices on a menu etc.
- ✓ Look for shapes in the environment and describe them (sides, corners)
- ✓ Play games – cards, dice games, dominoes
- ✓ Adding using objects e.g. Mum has 4 grapes, you have 4 grapes, count how many there are altogether



Understanding the World



People and Communities
The World
Technology



Expressive Arts and Design



Exploring and Using Media and
Materials
Being Imaginative



Assessment in Reception



Ongoing assessment
Two-way partnership
EYFS profile completed at the end of
the year



Reminders



Name **all** clothing and belongings.
Water bottles to contain **water only**
and not to be placed in book bags.
Book bags only – no rucksacks.
Reading diaries, book and Word Book
in book bags every day.
Set up parent pay online – used to pay
for trips, discos, clubs etc.



Thank you for coming



Any questions?